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ABSTRACT

The University of Idaho (UI) faculty and Lapwai School District (Idaho) personnel engaged in a joint effort to help teacher education students to experience working with students of diverse cultures. The project consisted of two parts: a formal introduction to teaching course and a multicultural field experience. The goals were to: (1) increase the awareness of current teacher education students of diverse cultures; (2) enhance knowledge of teaching and learning through cultural diversity; (3) encourage public school students to consider teaching as a career; and (4) develop a partnership between UI education faculty and public school colleagues. The impact of the Lapwai Project on the attitudes of 26 teacher education students toward other cultures was assessed through a questionnaire. The data suggested that many students entering the teacher education program of the University of Idaho had little or no awareness of the needs of the modern multicultural classroom. Some stereotypical opinions may impede the understanding of diversity and how it can be used to improve teaching and learning. The data also suggested that teacher education students do change their opinions after working in schools with concentrations of minorities, especially Native American students. Attitudes were much more positive after students completed their clinical experience. The efforts of this project and several other similar projects within the College of Education have had a major impact on student teaching placements. An appendix of materials developed for students involved in the Lapwai Project is included, containing suggestions for classroom observation and participation, an evaluation form to be completed by the supervising teacher, and guidelines to help students reflect on their experiences. (JPB)

ED 395 928

MAKING CONNECTIONS:

A Cultural Experience for Preservice Teachers in a Predominately Single-Culture Environment

Paper Presented at the Northwest Association of Teacher Educators
Annual Conference, April 17-19, 1996
Coeur d'Alene, Idaho

by

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MAKING CONNECTIONS:

A Cultural Experience for Preservice Teachers in a Predominately Single-Culture Environment

INTRODUCTION

Nationwide, teacher education institutions are revisiting their mission to ensure that ethnic diversity is reflected throughout their programs. Higher education institutions must be committed to the preparation of teachers who can successfully function in a pluralistic society and thus must periodically assess their mission to keep it sensitive to the needs of society.

Implementing a multicultural focus in a teacher preparation program in a predominantly single culture (white) school requires a paradigmatic shift; it provides a social, intellectual, and emotional challenge for everyone involved (Shade 1995).

In spring of 1987, the University of Idaho's College of Education conducted an extensive program review to focus on multicultural issues such as: hiring practices, recruitment and retention of students, admission standards, curriculum, field experiences, best teaching practices, teaching tools, and the relationship between culture and learning. White, Heikkinen and Doerann (1987) reported that the successful development of the multicultural program changes were attributed to three factors. The first element was using a systematic approach to planning. Problems were identified early in the process and task analyses were performed that indicated the components of each problem. Second, whole-hearted support from the

administrators in the College of Education facilitated the rapid development of the program. In addition to financial support, administrators at all levels demonstrated their commitment by participating in meetings, workshops, and conferences. The final and most critical element in the success of program change was involvement of faculty in all phases of program development: needs assessment, problem identification, selection of solutions, and most importantly, implementation of the program.

Components of multicultural education were infused throughout the teacher education program. Multicultural education was viewed as an "education basic" in the teacher preparation program at the University of Idaho and remains so to date.

Recently, one of the more ambitious projects designed to infuse multicultural study into courses at the University of Idaho was an effort by university faculty in concert with Lapwai School District (Idaho) personnel to help prospective university students, electing teaching as a career, to experience working with students of diverse cultures. This project took place during the summer of 1995 and consisted of two parts, a formal on-campus Introduction to Teaching course and a Multicultural Field Experience component which placed students in Lapwai area schools for approximately twenty hours of in-class work under the direction of professional teachers.

The goals of the project were to: (1) increase the awareness of current teacher education students about diverse cultures; (2) enhance knowledge of teaching and learning through cultural diversity; (3) encourage public school students to consider teaching as a career; and, (4) develop a partnership between UI teacher education faculty and public school colleagues interested in helping promote and enhance the teaching profession.

PROJECT DISCUSSION

As noted earlier in the paper, the Lapwai project consisted of two major components which were designed with the intent of giving prospective teachers an introductory experience in working with diverse public school populations

The formal on-campus course included such topics as employment opportunities, certification requirements, preparing and delivering instruction, using diversity to enhance teaching and learning, working with special needs students, legal considerations, technology in teaching, professional organizations and other related topics.

The field experience in Lapwai included in-class work with Native American students, conferences with educators and administrators, informal contact with students and parents, presentations to teachers and field trips.

The project involved approximately 25 university teacher education students, two graduate students, two university professors and several support personnel. In addition, the project included direct communication with and cooperation from the superintendent, three principals in the Lapwai school district, and approximately 15 teachers who supervised the teachers-in-training.

All university students were assigned to mentor teachers and worked directly with district students in the classroom. Activities included but were not limited to instructional preparation and delivery, lesson assessment, supervision of lab activity, computer demonstrations and use, management and class control, playground and athletic activity, orchestra conduction and professional materials review.

University students and project staff also met with teachers and administrators for informal discussions and critique. Informal activities were designed to help

students share professional concerns with other school personnel. Students worked in the Lapwai schools for a concentrated period of three full days totaling approximately 20 hours.

The project began a direct link with the professional staff which will result in further contacts between College of Education staff and district teachers and administrators. Several teachers expressed an interest in having student teachers assigned to them. Others indicated they would like to be involved with the mentoring of future ED 201 students. Further, several teachers and administrators expressed interest in pursuing graduate degrees. This has come to partial fruition with the enrollment of the district superintendent in summer graduate courses at the University of Idaho.

A research study was started using data from this project to assess the attitudinal impact upon teachers-in-training of working with Native American students. The data is presented in a later section of this paper titled Research Results and is displayed in tabular format.

It is anticipated that this research data will be combined with data collected from a similar study to be conducted during the summer of 1996. This should lead to further in-depth analysis and statistical comparisons.

RESEARCH METHOD

Subjects

All teacher education students (n=26) registered for ED 204 Multicultural Field Experience, summer 1995 were asked to participate in the study. All students were asked to complete an opinionnaire regarding their attitudes about native American students before being assigned to a classroom (Round #1). After completing

approximately twenty hours over a three day time period of actual classroom work students were asked to complete the same opinionnaire a second time (Round #2).

Survey Instrument

The opinionnaire was developed specifically for teacher education students having little or no classroom instruction or teaching experience. Specific opinionnaire items were developed after a review of related literature and similar instruments.

Once developed, the research instrument was submitted to a panel of students and teachers for review and their suggestions incorporated into the final instrument. After the final instrument (see appendix) was developed students were asked to respond to each statement by circling one of three choices: agree, disagree or no opinion.

Data Analysis

Analysis of the data for each question were grouped into a before and after classroom experience framework. Descriptive analysis included numbered responses and percentages generated for each statement.

RESEARCH RESULTS

Research Statement 1

Native American culture has a positive affect in the public schools.

This statement was posed to assess students perception on whether having a large Native American student body created a positive climate for a public school. Opinionnaire data showed that before students began their field experience over half believed that Native American culture did create a positive affect, but nearly 40% also had no opinion. After the experience, however, only 14% of the students reported

having no opinion on this statement and over 75% believed that it did in fact create a positive affect on the school environment .

Table 1

Native American culture has a positive affect in the public schools.

	Round 1		Round 2	
	n	%	n	%
Agree	15	58	16	76
Disagree	1	4	2	10
No Opinion	10	38	3	14
TOTAL	26		21	

Research Statement 2

I think it is important to integrate Native American culture into the school curriculum.

The majority of students agreed with this statement before and after the field experience. It is interesting to note, however, that the percentage of students agreeing decreased slightly after completing the field experience. This was most likely due to the attrition of students responding to the second round of the opinionnaire.

While working in the schools, students were able to observe several curriculum efforts such as the teaching of Native American terms in science, the reading of

appropriate literature in English and the study of Native American music in music classes.

Table 2

I think it is important to integrate Native American culture into the school curriculum.

	Round 1		Round 2	
	n	%	n	%
Agree	23	88	18	86
Disagree	1	4	1	5
No Opinion	2	8	2	9
TOTAL	26		21	

Research Statement 3

It would bother me if I witnessed ill-feelings expressed toward Native American students.

There was strong agreement both before and after the field experience that this expression of ill-feelings would indeed bother teacher education students. It was encouraging to observe that after the field experience no one was lacking an opinion on this subject.

The teacher education program at the University of Idaho strives to provide understanding among its students with respect to the dignity and value of all cultures.

Further, it provides these students with opportunities to integrate this understanding into the clinical setting whenever possible.

Table 3

It would bother me if I witnessed ill-feelings expressed toward Native American students.

	Round 1		Round 2	
	n	%	n	%
Agree	25	96	21	100
Disagree	0	0	0	0
No Opinion	1	4	0	0
TOTAL	26		21	

Research Statement 4

Native American students are resented because they make little effort to "fit in."

The majority of students disagreed with this statement with a slight increase after the field experience. After the field experience over half of the students with no opinion changed their mind on this issue.

A discussion with students after the field experience was completed indicated that teacher education students saw little or no evidence of resentment toward Native American students. They did, however, experience the normal expression of tensions found in any public school classroom.

Table 4

Native American students are resented because they make little effort to "fit in."

	Round 1		Round 2	
	n	%	n	%
Agree	1	4	2	10
Disagree	17	65	16	76
No Opinion	8	31	3	14
TOTAL	26		21	

Research Statement 5

Native American students get negative treatment from other students.

Prior to the field experience, only 23% of students disagreed with the statement, however, after the experience the majority felt that Native American students did not get negative treatment from peers. This would suggest that teacher education students having had little or no exposure to Native American students retain some stereotypical opinions on this issue.

Hopefully, an experience such as this project will help future teachers understand that young people can be understanding and even appreciate the cultural differences that we all share.

Table 5

Native American students get negative treatment from other students.

	Round 1		Round 2	
	n	%	n	%
Agree	6	23	1	5
Disagree	6	23	17	81
No Opinion	14	54	3	14
TOTAL	26		21	

Research Statement 6

Native American students get negative treatment from teachers.

Prior to the field experience over half of the respondents had no opinion on this statement. However, after completing the field experience, the majority of students indicated disagreement with the statement. This would again suggest that students with little or no exposure to Native American students hold stereotypical beliefs about how public schools treat Native Americans.

In this particular clinical setting, teacher education students participated in an environment that was very supportive to Native American students. They saw first-hand how this environment contributes to increased learning.

Table 6

Native American students get negative treatment from teachers.

	Round 1		Round 2	
	n	%	n	%
Agree	4	15	0	0
Disagree	7	27	17	81
No Opinion	15	58	4	19
TOTAL	26		21	

Research Statement 7

Non Native American students should make a strong effort to learn about Native American culture.

The majority of respondents agreed with this statement before and after their clinical experience. However, the number of students expressing no opinion increased from 15% before to 24% after the experience.

This could be attributable to the attrition of study respondents, however, it is a concern to program faculty and further study is warranted.

Table 7

Non Native American students should make a strong effort to learn about Native American culture..

	Round 1		Round 2	
	n	%	n.	%
Agree	18	70	16	76
Disagree	4	15	0	0
No Opinion	4	15	5	24
TOTAL	26		21	

Research Statement 8

Some Native American students are definitely superior in intelligence to some non-Native American students.

Only one student disagreed with this statement prior to the clinical experience. However, a large percentage of students retained a no opinion position both before and after working in the field. This could be due to the short time span of the project, but remains a concern to program faculty.

Since approximately 25% of the university students stilled agreed with the statement after the field experience, the question must be posed is this due to a personal bias or is direct observation in the classroom setting accurate?

Table 8

Some Native American students are definitely superior in intelligence to some non Native American students.

	Round 1		Round 2	
	n	%	n	%
Agree	13	50	13	62
Disagree	1	4	0	0
No Opinion	12	46	8	38
TOTAL	26		21	

Research Statement 9

I feel comfortable being around Native American students.

A large majority of students reported feeling comfortable around Native American students. This was most likely reinforced by completing a positive clinical experience.

It is encouraging to note that incoming teacher education students began their clinical experience with such a positive attitude and that the percentage of no opinions decreased after the clinical experience was completed.

Table 9

I feel comfortable being around Native American students.

	Round 1		Round 2	
	n	%	n	%
Agree	19	73	20	95
Disagree	1	4	1	5
No Opinion	6	23	0	0
TOTAL	26		21	

Research Statement 10

Native American students need special assistance to be successful in school.

It appears from the research data that the majority of respondents do not feel Native American students needs special assistance in school. However, after completing the field experience, more students agreed with the research statement than before.

Again, teacher education students worked in a field setting that was very nurturing to Native American students. A different conclusion may have been reached in a school having a small population of Native Americans.

It is also interesting to note that after the field experience, the number of students expressing no opinion on this issue fell to zero.

Table 10

Native American students need special assistance to be successful in school.

	Round 1		Round 2	
	n	%	n	%
Agree	3	11	6	29
Disagree	14	54	15	71
No Opinion	9	35	0	0
TOTAL	26		21	

Research Statement 11

I have never attended Native American cultural events but would like to.

The majority of respondents reported never having attended a Native American cultural event. Except for possible attrition of respondents on the agree category, there was no change in terms of those disagreeing or with no opinion.

The University of Idaho is working diligently to encourage minority organizations on campus to sponsor cultural events in order to correct this void. The College of Education encourages all students to avail themselves of these opportunities as they become available.

Table 11

I have never attended Native American cultural events but would like to.

	Round 1		Round 2	
	n	%	n	%
Agree	18	69	13	62
Disagree	7	27	7	33
No Opinion	1	4	1	5
TOTAL	26		21	

Research Statement 12

I have attended Native American cultural events within the last three years. If yes, please list the events:.

Even though most students reported never having attended, some have exposed themselves to these events. The majority of those who answered yes have attended primarily Pow Wow activities only. Table 12 presents additional data on this topic.

Table 12

I have attended Native American cultural events within the last three years. If yes, please list the events:.

	n	%	Events
Yes	7	27	Native American dinner and poetry reading
No	19	73	Nez Perce salmon feed
			Pow Wows/dances
TOTAL	26	100	NASA meeting/luncheons
			Humbolt State Univ. student organization

The population for the study included all students who registered for the combined summer school 1995 course ED 201 Introduction to Teaching/ED 204 Multicultural Field Experience. The majority of students were white, male, and had a secondary education major. Average age of students was 22 which was slightly older that students enrolled in the fall and spring semesters. Somewhat atypical in the demographics was a large number of students with senior class level status in terms of total amount of college credits. All students, however, were just starting their majors in teacher education or certification.

Finally, almost all students knew that the University of Idaho is located near at least one Native American reservation. This was probably because they knew that the

course clinical experience was to be conducted on the reservation. However, it is unknown if students knew of other nearby reservations.

Table 13 shows specific data for each category of questions related to demographics.

Table 13

Demographics of the study population

Sex:	Male = 18	Female = 8	*Total 26
Present location:	Moscow, ID	Coeur d'Alene, ID	
	Juliaetta, ID	Lake Oswego, OR	
Is there a Native American reservation near where you now live?	Yes = 24	No = 2	
Which best describes your ethnic background	White - 22	Hispanic	
	African-American	Pacific Islander	
	Norwegian/Swedish		
Age:	18 = 2	22 = 2	26 = 1
	19 = 3	23 = 3	28 = 3
	20 = 3	24 = 2	33 = 1
	21 = 2	25 = 3	35 = 1

Year in college:	Freshman = 2	Junior = 6
	Sophomore = 5	Senior = 10
		Graduate = 3
College major:	Elementary = 6	Secondary = 18
	Other = 2	

DATA DISCUSSION

The research data suggests that many students entering the teacher education program of the University of Idaho have little or no awareness of the needs of the modern multicultural classroom. Also, some stereotypical opinions are held which may impede the understanding of diversity and how it can be used to improve teaching and learning.

The data further suggests that teacher education students do in fact change their opinion after working in schools with large concentrations of minorities especially Native American students. In terms of this project, attitudes were much more positive after students completed their clinical experience. This would suggest that the project was a worthwhile effort and should be continued.

IMPLICATIONS FOR STUDENT TEACHING

The efforts of this project and several other similar projects within the College of Education, University of Idaho have had a major impact on student teaching placements. Student teachers have been encouraged to consider and request placements which would continue to involve them in diverse settings. These settings

include schools near Native American communities, rural schools that sometime include K-12 in a single building, inner city schools and other specialized diverse settings.

As an example of efforts being made by the university, the following diversity of student teaching placements were utilized during the 1995-96 academic year. Student teachers are regularly placed with the Upward Bound Program. This program is for at-risk Native American and other minority high school students from the Nez Perce and Coeur d'Alene tribes of Idaho. Student teachers work with the Upward Bound Program in advance of their student teaching to prepare for this experience. All of the student teachers study Native American culture as a part of their preparation for this experience. Five student teachers participated in this program during this past academic year.

Another set of student teaching placements are arranged in rural Idaho schools. Student teachers usually spend one or more days in these schools prior to the start of their experience. This advance visit is used to help student teachers orient themselves to the school and the community. Over 40 student teachers participated in rural student teaching experiences during the 1995-96 academic year.

A significant number of student teaching placements are arranged in urban and inner city settings. During 1995-96 student teachers completed assignments in such places as Miami, Florida; Okinawa, Japan; Portland, Oregon; Kingman, Arizona; and a number of settings in Alaska. These student teaching placements involved Hispanic, Japanese, Native American, and urban populations with multiple languages and cultures being represented.

All of these student placements require close working relationships among the University of Idaho's College of Education faculty, the public school personnel, local

student teacher supervisors, and the student teachers. To prepare these student teachers for the diverse clinical settings discussed above, teacher education program faculty have designed multicultural course experiences such as the one described earlier in this paper and others in a Proseminar which must be taken concurrently with student teaching. Among other topics discussed in Proseminar, student teachers discuss strategies that are sensitive to the cultural and academic learning styles of diverse student populations. Classroom management issues are explored and suggestions for organizing the multicultural classroom are discussed.

As a result of the efforts made to help teacher education students understand the diverse needs of our pluralistic public schools population, student teachers are better able to adapt to the changing classroom and become more effective. A greater understanding of diversity also helps these future teachers appreciate the cultural richness available in the classroom and the need to integrate it into the curriculum for the benefit of all students.

FUTURE PROJECT - SUMMER 1996

A similar project is planned for the summer of 1996 which will include a technology component and additional structured activities. More effort will also be made to encourage students to write about and discuss their experiences.

Students will be expected to utilize available technology and demonstrate competence in the use of such things as e-mail communication, internet searches and graphic presentation development.

The project will be limited to 25 students and will include field experiences in the Lapwai and Moscow School Districts. Each student will be expected to spend from

30 to 45 hours in the field experiences setting in addition to on-campus class attendance and project work .

SUMMARY COMMENTS & RECOMMENDATIONS

Most states have mandated multicultural courses in teacher education programs. Although Idaho has not, the University of Idaho has made available to students courses in various departments which addresses multicultural issues. All teacher education candidates are encouraged to avail themselves of these courses.

It is recommended that in addition to encouraging students to pursue these courses, we should revisit the multicultural infusion model of teacher preparation to insure that new faculty and students are made aware of the importance of diversity and the contribution it makes in preparing teachers for service in our public schools. Only through this effort can we be sure that teachers and students understand the nature of a pluralistic society and the important role that education plays.

It is strongly suggested that this project be adequately supported and funded on a regular basis for the future. It should become an integral part of the teacher education program and expanded to include other areas of the State that have concentrations of minority populations. Project directors intend to press for continued support and hope to enlist the continued partnership with area school districts.

Every effort should be made to recruit and retain teacher education students who are sensitive to and wish to understand the learning needs of our diverse student population in public schools. This effort should reflect a program which provides for a greater understanding and appreciation for teaching in a pluralistic society. Further, the College of Education should aggressively recruit teachers and administrators from diverse settings to pursue graduate work. This can only be done with appropriate

graduate assistantships including out-of-state tuition waivers when necessary, development of relevant graduate courses and identification of graduate faculty committed to working with students interested in the issue of diversity.

The final section of this report (Appendix) includes samples of materials that were developed for and given to students involved in this project. The materials include suggestions for classroom observation and participation, an evaluation form to be completed by each supervising teacher, and guidelines to help students reflect on their experiences.

References

Shade, B. (1995). Developing a multicultural focus in teacher education: One department's story. Journal of Teacher Education, 46 (5), 375-380.

White, F., Heikkinen, M. & Doerann, J. (1987) Multicultural education in a single-culture environment: A systems approach to planning. Perspectives, 4 (2), 3-7.

APPENDIX

SUGGESTED ACTIVITIES FOR FIELD EXPERIENCE

The purpose of the field experience is to introduce the students to the role of teaching and its context to better prepare them to make a career choice and to help the student begin to "think like a teacher". This form will help you and the ED 201/204 student organize activities in order to give him or her an introduction to the world of teaching. Please work with your ED 201/204 student to provide modeling of and involvement in as many of these activities as your lesson plans permit.

OBSERVATION/PARTICIPATION ACTIVITIES
(Check if selected and completed)

Obs.	Part.		
_____	_____	1.	Beginning-of-day/class routine: getting ready to learn
_____	_____	2.	Working with students to promote positive interactions in class.
_____	_____	3.	Working with small groups.
_____	_____	4.	Working with individuals.
_____	_____	5.	Student/Teacher interactions during large-group learning activities.
_____	_____	6.	Student/Teacher relations which promote positive interactions and motivate students.
_____	_____	7.	Active involvement of students in learning.
_____	_____	8.	Preparing students to participate in special activities (sports, recess, assemblies, etc.).
_____	_____	9.	Reviewing classroom resource materials (books, magazines, media) which value diversity and promote positive feelings.
_____	_____	10.	Reviewing library resources in the school.
_____	_____	11.	Attending a parent/teacher conference, Building Ed Team or Child Study Team meeting.
_____	_____	12.	Eating lunch with the students/assisting in lunchroom duty.
_____	_____	13.	Spending a recess monitoring and participating in activities.

_____ _____ 14. Going to art class and helping to participate and facilitate.

_____ _____ 15. Reviewing lesson plans/grading system/curriculum guides/discipline policy/school handbook.

_____ _____ 16. Reading to and with students, telling stories with them.

_____ _____ 17. Evaluating student performance on lessons.

_____ _____ 18. Constructing a game, teaching aid, bulletin board, or instructional materials.

_____ _____ 19. Involvement with end of the school year procedures and activities.

_____ _____ 20. Assisting with field trips.

EVALUATION OF STUDENT PERFORMANCE FORM

Student Name _____ Date _____
Mentor Teacher _____ School _____
Grade or Subject _____
ED 201/204 Professor Name _____

This evaluation is to be completed by the mentor teacher and preferably reviewed with the student. A self-addressed/stamped envelope will be provided by the student so that the form can be mailed to the University. It will be addressed to: Pat White, Ed.D. College of Education, University of Idaho, Moscow, ID 83843 and should be received by June 2, 1995. **Please note that the student will receive an Incomplete for the course if this form is not received when due.**

A four point scale will be used as follows to evaluate the student:
1 - Exceeds Expected Performance, 2 - Meets Expected Performance, 3 - Less Than Expected Performance, 4 - Unsatisfactory Performance, and NA - Not Applicable or Observed.

PROFESSIONAL RESPONSIBILITIES

1. Organized meetings to periodically discuss and evaluate performance.	1 2 3 4 NA
2. Maintained regular/dependable schedule and notified school/teacher when unable to attend.	1 2 3 4 NA
3. Displayed a positive attitude and enthusiasm for teaching.	1 2 3 4 NA
4. Accepted constructive feedback.	1 2 3 4 NA

ABILITY TO WORK WITH STUDENTS

1. Interacted positively with students.	1 2 3 4 NA
2. Showed interest in student learning.	1 2 3 4 NA
3. Demonstrated tolerance and flexibility when working with students.	1 2 3 4 NA

ABILITY TO WORK WITH ADULTS

1. Worked cooperatively with mentor teacher.	1 2 3 4 NA
2. Demonstrated appropriate interpersonal communication skills.	1 2 3 4 NA
3. Displayed initiative in assuming appropriate classroom tasks and responsibilities.	1 2 3 4 NA
4. Carried out assigned teaching tasks.	1 2 3 4 NA

COMMENTS ON OBSERVED STRENGTHS/WEAKNESSES

I recommend that this student receive a: PASS FAIL for the field experience.

Signed _____

(For student use)

Guidelines for Field Practicum Reflections

There will be a total of three write-ups required during your Lapwai Field Practicum Experience.

These entries in your portfolio should record those thoughts and ideas that occur to you as a result of observing your mentor teacher and interaction with students. Address yourself to the following questions: What are you learning about teaching? Would you do things differently? What impressed you or caused you to seek additional information? Has the practicum experience to date, affected your decision to teach? How? What are your overall concerns about teaching?

(For student use)

Name _____
School _____
Grade Level or Subject _____
ED 201/201 Sec # _____

MULTICULTURAL REFLECTION WRITE-UP #1

(Students were required to complete one of these reflection sheets per day and share their thoughts with the course professors.)

OPINIONNAIRE

Student Opinion, Attitude, and Perception Survey on Native Americans

Please circle the letter which indicates your level of agreement or disagreement with the following statements about Native American students.

A Agree
D Disagree
NO No Opinion

A D NO 1. Native American culture has a positive effect in the public schools.

A D NO 2. I think it is important to integrate Native American culture into the school curriculum.

A D NO 3. It would bother me if I witnessed ill-feelings expressed toward Native American students.

A D NO 4. Native American students are resented because they make little effort to "fit in".

A D NO 5. Native American students get negative treatment from other students.

A D NO 6. Native American students get negative treatment from teachers.

A D NO 7. Non Native American students should make a strong effort to learn about Native American culture.

A D NO 8. Some Native American students are definitely superior in intelligence to some non Native American students.

A D NO 9. I feel comfortable being around Native American students.

A D NO 10. Native American students need special assistance to be successful in school.

Yes NO 11. I have never attended Native American cultural events but would like too.

Yes NO 12. I have attended Native American cultural events within the last three years. If yes, please list the events:

The following items are asked for statistical purposes only.

Circle one: Male Female

Where did you grow up? City _____ State _____Country _____

Where do you live at the present time? City _____ State _____

Is there a Native American reservation(s) near (50-75mi.) where you now live? Yes No

Which best describes your ethnic background? (Circle one)

Asian/Oriental Black Hispanic Native American White Other (Specify) _____

Age: _____

College status: Freshman Sophomore Junior Senior Graduate

Current major_____ Minor_____